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ABSTRACT

Based on the assumption that education is an ongoing process, this first national seminar was instituted to serve as a clearinghouse of information on year-round education. The seminar brought together some of the nation's most creative educators to consider year-round schools as a means of improving the quality of education without corresponding increases in costs. Excerpts of 13 speeches delivered at the conference, a general summary of speeches, and lists of seminar consultants and participants are included. (LLR)

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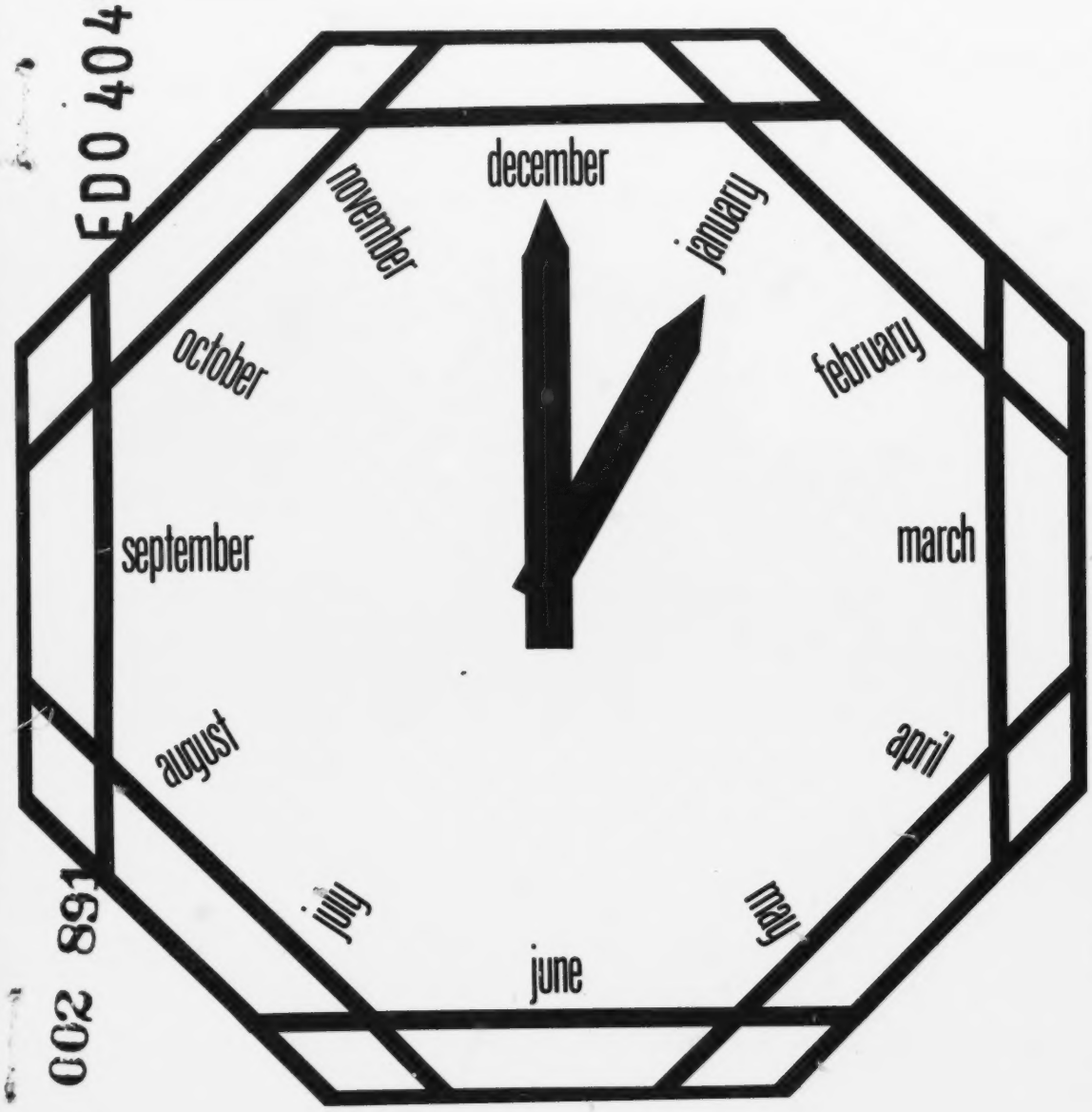

Mt. Sequoyah National Seminar on Year-Round Education

EA 002 891

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PURPOSE

Schools all over the country are faced with problems of growing enrollments, teacher shortages, inadequate facilities, and outdated curricula. Most schools are not financially able to solve these problems and in many places taxpayers are revolting against the skyrocketing costs of education. It is obvious that ways must be found to make better use of the teachers and facilities that are available.

Many school districts have been working independently to find solutions to this local problem by extending the school year or developing other ways of using educational resources more efficiently.

The Mount Sequoyah Seminar sought to bring together a group of the country's most creative educators to consider a means of improving the quality of education through a technique that has promise for making such improvements in quality possible without a correspondingly large financial outlay for education.

The assumption underlying the seminar is that learning is a continuous function for students. The need is, therefore, to provide an environment to make this possible. The school as it serves as a center for the learning experience and provides many strategies to help the student to become an independent learner. With the individual diagnosis and prescription for each learner the professional staff then serves as the supporter of a student's learning activity in a school that never closes its door for this opportunity. Learning then not only becomes a year-round affair but the community provides the educational facilities and ways to utilize these facilities at all times for those committed to continued learning.

This first national seminar should set the stage for developing further those known concepts the professional uses to see that every child is given the opportunity to learn to his fullest potential, that the doors are never closed.

This seminar was set up to serve as a national clearinghouse of information on year-round education. Herein is a report of that seminar.

Dr. Wayne H. White, Director

Dr. Ann Grooms, Coordinator

THE YEAR-ROUND SCHOOL BAG: SOME COOL FOR UP-TIGHT EDUCATORS

edwin h. vause

We should not assume that longer school years will necessarily cure our current educational malady. Rather, we should ask ourselves some fundamental questions. Do we really need to overhaul our educational system, and if so, what procedures should we follow: Certainly we can relate many "success stories" from our schools, but could schools be more effective if different objectives were stressed, or more efficient if different physical plant designs were utilized? What factors should our schools emphasize to increase the probability of today's students achieving success and enjoyment in the world of the 1970's, 80's, and 90's?

These questions and others must be confronted before major program changes such as year-round school should be considered. In order to answer such questions, schools first have to formulate clear-cut educational objectives; not the pap that most schools stick in the Board Policy Manual and palm off on parents as educational goals, but rather, actual written objectives for student behavior against which progress can be measured and evaluated. Few schools have done any huffing and puffing in arriving at written behavioral objectives. And, not surprisingly, their programs show it.

Since most school-community situations are singular and each system has unique needs, opportunities, and capabilities, a school system cannot expect to find pre-packaged answers to its particular problems. The school must study its own community and clientele to determine its goals. Yet increasingly often, without much thought given to other available remedies, year-round school is touted as the modern day educational castor oil.

The real reason year-round school is a "hot" item nowadays is because more and more school bond issues are failing as taxpayers revolt against skyrocketing property taxes. Better use of school buildings, which year round school would seem to provide, is advanced as an obvious panacea; and admittedly, it is a neat, easy to grasp, easy to describe concept. But it's also a real can of worms--and it's been around a long time.

Various extended school programs have been in operation during the last hundred years. Bluffton, Indiana, attempted in 1904 to introduce an extended summer program, but abandoned the effort after several years. The Newark, New Jersey, public schools began an all-year education program in 1912 to improve the English language skills of the many children with foreign backgrounds residing in over-crowded and under-priviledged neighborhoods. Additional school time during the summer was scheduled to accelerate the progress of such children. These pupils still had language handicaps when they graduated from high school at the age of twelve and a half. The plan was abandoned in 1931 because of wide-spread community dissatisfaction.

Schools in Nashville, Tennessee, were operated with summer quarters from 1927-32, primarily to make up failures or to gain advanced standing. However, under this program, more student failures occurred in the summer than in other quarters, and not surprisingly, teachers were found to lack vigor and motivation during the summer. Summer costs per pupil in attendance were 64 per cent higher than in other quarters.

Two widely reported extended school programs were carried out in Alquippa and Ambridge, Pennsylvania, between 1928-38. Both were instituted to alleviate over-crowding until money could be raised for new schools. The system operated on quarters with students assigned to three quarters per year, and teachers employed for the whole year. Immediate results were less crowded conditions, savings in school operating costs, and continued comparable pupil achievement.

Year round school endeavors, typically, seem to have experienced very similar difficulties despite the obvious differences in the communities where they were tried. Let me describe briefly some of the more prevalent problems.

When a four-quarter school year is adopted, most students attend for nine months, or three quarters out of four. In the trimester plan, students generally attend two of the three trimesters for a time equivalent to three quarters. Under either plan, the students must be divided equally into groups which attend school during prescribed periods. Major problems have been encountered in scheduling or, if necessary, coercing

students to attend the less popular periods. For instance, those desiring to play fall, winter, and spring sports cannot be scheduled for vacation during these periods. Musical organizations and many other extra-curricular organizations complicate scheduling in like manner.

Another unfortunate outcome is that sequential course offerings have to be given every school period. Were this not the case, some students would lack the necessary courses to graduate in four years. Continuous course offerings can create very small classes in one quarter and very large classes in others, and may mean that if too few students sign up for a particular course, specialized teachers may have no course to teach during a given quarter. Unfilled classes and under-utilized teachers significantly increase the cost-per-pupil in attendance.

The notion that better utilization of individual classroom facilities occurs with year round programs proves to be unrealistic, also. The kind of furniture in a classroom may prohibit its use, even when the room is available. For instance, kindergarten and primary rooms are inappropriate for older students,etc.

Were these the only visible problems, parents would probably agree initially with the need for increased utilization of school facilities. But parental tempers rise when families are inconvenienced because of school schedules, and the joys of school economy may fast fade away.

A family with several children who attend school on the quarter plan finds it most difficult to free all children during the same quarter. Father often has little control over the time of his vacation. Parental interest in schools dwindles when kids are not attending during certain sports seasons or at the time of special interest features. As a result, school districts can lose enough community support at crucial times to make it exceedingly difficult to pass bond issues and operating levies.

School systems contemplating year round programs must seek and obtain the full co-operation of their faculty in arriving at the decision. Too frequently, major programs are initiated without adequate consultation and planning between the administration,

teachers, and other staff. Often the assumption is made that personnel will automatically be anxious to work throughout the year in order to increase their income. A recent survey of teacher-staff attitudes found the majority of male teachers did prefer extended teaching periods, but 74 per cent of women teachers preferred the conventional 180-day schedule.

So much for teachers; what about students? What effects do longer periods of study have on them? Both the Newark and Nashville programs concluded, from careful observation by teachers and medical people, that no adverse effects on children's mental or physical health resulted from the twelve-month school program. Moreover, the students who attended twelve-month school in Newark were found to be further advanced educationally at graduation than other students attending the traditional ten-month programs.

Early graduation, however, does raise difficult questions. How well is our society geared for 15 year old high school graduates? Jobs are scarce for anyone under eighteen years of age, and colleges and universities are leery of accepting such young students, since they often lack the maturity and judgement to satisfy expectations of most employment and university situations. Further, our society has evolved a secondary school design which provides appropriately structured contact within peer groups and between young people and adults. Such contact contributes significantly to the maturation process during the formative teen years, and would necessarily be lessened by early graduation.

Proponents of year round education usually construct their case around three generic arguments:

1) Lower education costs: Exact and germane statistics on comparative costs do not exist. Perhaps in a few years, experiments now underway will provide much needed data; but for now, I don't believe anyone can say with precision how much more or less it will cost to operate a given school year round.

2) Improved teacher status: Any legitimate effort to elevate the professional status of teachers can hardly be contested. But it is non sequitur to conclude from

this premise that year round school is justifiable simply because year round contracts are.

3) "Keep the kids busy" syndrome. How patently ridiculous this is! First, now all students are lost in some "asphalt jungle" during the summer; most have legitimate activities to pursue during the entire vacation. And, of course, juvenile delinquency does not cease when school is in session.

All these issues, it seems to me, although important, miss the mark. The really pertinent central question is the effect of year round school upon the quality of education. Most people still seem to equate increased time in the classroom with improved education; yet learning curves show decisively that every individual has peak times for learning, after which additional time spent does not appreciably increase the amount learned.

From the onset, I've implied the importance of making learning exciting and fulfilling. Do year round school programs make such possible? Is the quality of education improved merely by changing the school schedule? If a year round school program only involves better utilization of the school facilities and/or more time spent in class, we may only be magnifying mediocrisy. Schools must go further than simply re-scheduling; they must change the concept of year round school to mean year round education.

The picture I am trying to portray is of a year round educational endeavor in which schools are transformed into real centers of learning. To accomplish this end, all school programs would have to be tailored to clearly defined objectives, a result which can take place only if community environment, capabilities, and needs are taken into account. Better utilization of facilities and greater efficiency of operation are concomitant in this vision with vastly improved education.

IT'S TIME TO RESCHEDULE THE SCHOOL YEAR

dr. george i. thomas

The total body of knowledge accumulated since the dawn of recorded history until the year 1759 had doubled by 1900. Between 1900 and 1950, it redoubled. It doubled again between 1950 and 1960, and since 1960 has doubled once more.

Three-fourths of all the people employed by industry 12 years hence will be producing goods that have not been conceived. Half of what a graduate engineer studies today will be obsolete in ten years; half of what he will need to know is yet not known by anyone.

This great knowledge explosion is a threat to the traditional school. Here school administrators and teachers often act as though the school is something apart from the world. Many of them would be content to ignore the social, economic and technical revolution that is going on outside the school. However, it is doubtful that they can continue to do so for long.

There is a world outside our school doors that is clamoring to get in. If it does, our schools will have to change as the achievements of man in the communicative arts take over. New technological developments can now be applied to make the learning process easier. Classroom teachers can and should be combining forces with technology in order to individualize the learning process. In doing so they will find a longer school year is an asset that cannot be ignored.

Many of you are probably associating Year Round Schooling or the Extended School Year with a plan vividly outlined a year or two ago in the Saturday Review of Literature and then later in the Readers Digest. Reference was made to a staggered quarter plan commonly referred to as the Aliquippa Plan. Here the school year was divided into four 3-month terms with groups of children being assigned to a spring, winter, fall, or summer vacation. This plan is often considered as the answer to the taxpayers dream because those lovely, expensive schools are actually in operation twelve months of the year. For many years I opposed the Aliquippa Plan because it only provided minimal education and because I am convinced that nobody can sell the public any permanent extended school year plan which is solely based on economy.

Recently, educators have shown considerable interest in a more palatable extended school year plan labeled as the 12-4 Plan. Here students have a series of monthly vacations at the end of a twelve week session of schooling. This plan can be sold if a school system is flexible, however, I have been recommending a much more palatable rotation plan which seems to excite teachers and parents who like to think about vacationing during the spring, fall and winter months as well as the summer.

Would you accept the following pattern? The school year is rescheduled in such a way that groups of children attend school for eight or nine weeks and then enjoy a two week recess. When they return to school, another group of children takes off for two weeks. This becomes a pattern so children and parents enjoy a series of vacations spread throughout the year. You might consider the feasibility of a school calendar which makes tourism a year round business while providing children a respite from their school work before they get over fatigued.

You can expect to release 20 to 25 per cent of your class space depending upon the number of groups of children cycled through the new school year. The key to further economy will depend upon your philosophy of education. If you can accept true continuous progress as a goal, you can reschedule teacher time to release additional dollars and facilitate the administration of the program. In recent months three variations of this approach have come to my attention. Actually we can restructure the school year to provide at least eight or ten variations of the rotating cycles. However, I recommend your consideration of the Continuous Learning Year calendar which provides approximately 200 days of schooling. It may reduce your dollar savings slightly, but you should be able to house more children while giving them more education at less cost than you are paying today for programs based on the agrarian 180 day calendar. Here the additional learning time is used to broaden and enrich programs with no thought of accelerating average learners.

A second approach centers around the concept of student acceleration to reduce school enrollments and, consequently, school costs. In New York State a Legislative mandate authorized the State Education Department to explore the potential advantages or

disadvantages of one or more extended school year plans which would, in effect, reduce the total years of schooling by one, if not two years. As a result, we modified some earlier plans and created some new ones.

Our trimester and quadrimester plans are unique in that we refuse to consider a rotation or choice of trimesters or quadrimesters. We insist that all children attend school for at least 204 to 212 days. In doing so we negate the old argument that parents can't take having children on vacation all winter long. In its place we raise the hackles of parents and educators who believe that we are rushing children through school. Actually, I insist that no attempt be made to save more than one year out of a 12 or 13 year school cycle.

If you are working with large numbers of so-called disadvantaged children, you should not count on acceleration to get the children out of school earlier. This was a misconception made back in Newark in 1913 and in New York State in 1963. It is possible to help these children reach higher rungs on the educational ladder, but their total years of schooling is not likely to be reduced through involvement in a lengthened school year program. The saving of one year of their educational life line may untimately lead to dollar savings for society as a whole, but any immediate release of space or dollars is questionable. One possible benefit here is the reduction in the number of school dropouts.

Our trimester plan differs from the college trimester concept in that a mandatory or partially mandatory attendance pattern is a prerequisite if the new extended school year program is to become self-supporting. All extra costs and/or potential savings are generally calculated on the assumption that the children will work through a number of "E" (extra) trimester terms. These extra terms are considered a basic part of the design because they stabilize enrollment flow patterns at the end of the fourth trimester. At the same time the "E" terms provide extra educational opportunities to all slow, average, or fast learning children.

The quadrimester plan is another acceleration design. Through a rescheduling of a lengthened school year, average students are able to complete the equivalent of a year's work in three of the four quadrimesters. If economy is a prerequisite, steps must be

taken to guarantee that more than half of the students repeatedly attend school for the full four quadrimesters in a given period of years. While the "E" term is again inserted to help stabilize enrollments the number of such terms is less than is found in our trimester plan. The recommended pattern of school organization will when implemented reduce school costs at the end of the ninth quadrimester. This means that transition costs are ended and savings can begin to be realized in the third year of operation.

The Modified Summer Segment stresses student acceleration through the introduction of full term or full year first time courses in a four, five, six, seven, or eight week summer segment. Pilot programs have demonstrated that students can achieve just as well in these compacted courses as students who spread their work over a full ten month school year. This design while easy to implement will only produce dollar savings or release space when steps are taken to guarantee that a designated percentage of the schools enrollment will take the summer courses in order to accelerate.

So far the acceleration programs have all emphasized a restructuring of the school year at the secondary school level, that is grades 9 to 12, 8 to 12, 7 to 12, or grades 6 to 12. If one is interested in saving space at the elementary school level, a school board may want to introduce the Continuous Progress Elementary Extended School Year Program to its constituents. Here elementary school children work through an eleven month school year or one providing some 205 to 210 days of continuous learning. In such a program the children stand to gain from continuity of learning experience over a new time line. One added advantage lies in the fact that much of the summer regression is halted, if not stopped.

Pilot programs have shown that physically handicapped and emotionally disturbed children need to take part in this type of program. However, nobody should plan on immediate dollar savings for an extended school year program involving large numbers of disadvantaged children. For many such children, especially the culturally deprived and the physically handicapped, the dollar savings may be deferred savings which accrue to society from the savings of one or more years of a child's educational life line.

The institution of a summer school program may be considered as a third approach to the Rescheduling of the School Year. Actually, it is a back door approach to the Rescheduling of the School Year. Actually, it is a back door approach and will not directly release space or dollars. In most school systems, summer school costs are added to regular school year costs without leading to direct savings in either space, dollars or teachers. School administrators frequently appeal for financial support of a summer school program because it does little to rock the boat during the regular school year.

The Multiple Trails Design is different from all other approaches because it does not depend on term rotation or acceleration to achieve desired goals. This is one of my favorite lengthened school year plans because the ultimate variations which we refer to as Stages IV and V can lead to my school of tomorrow.

The simplest variation of the Multiple Trails Plan may be designated as Stage I. Through rescheduling the student and teachers day on the basis of equalizing current learning time over an extended school year, it is possible to increase a basic classroom capacity by 25 to 37 percent. This space and a corresponding release of student and teacher time becomes available immediately at no extra cost. In fact our field studies which call for a rescheduled teacher day and/or week show dollar returns can also be realized immediately as well as the space.

The Multiple Trails Plan will have its greatest appeal to educators who have innovative tendencies. The traditional or less flexible school principal or teachers may not elect to move beyond Stage I, however, with irservice training and guidance some of these teachers may find it desirable to work towards Stages IV and V where students work through a very highly individualized program based upon continuous progress up or along a series of learning trails, i.e., the science, social studies, math or language arts trails.

Teacher time, pupil time, and space are considered as resources which are released through the time equalization progress. They are deposited in our hypothetical Educational Reserve Bank where they can be drawn upon to meet individual needs or interest in Stages II and III. The resources set the stage for the introduction of new learning or instructional programs.

Stage II draws time from the Reserve Bank in order to allow students who want to accelerate to do so. In this case savings may be postponed. In Stage III students draw upon their reserve time to meet their special individualized needs. For some the extra time may be required to complete minimal programs, to obtain remedial or corrective help or to begin to take part in more self-directive learning activities requiring independent study. Acceleration activities are played down in all stages except Stages II and IV. In the latter case the decision to accelerate becomes one of the staff whereas in Stage II the decision to accelerate is left to the individual student and/or his guidance counselor.

The Multiple Trails Plan calls for greater flexibility on the part of the teacher and the school administrator. They must be prepared to assume new roles when the nature of the students' day or the teachers' day changes. For example, the typical Junior High School student who currently has seven daily classes or a potential 35 preparations a week could find himself with considerable free time on his hands as he begins to work through a weekly schedule which limits him to 4 or 5 classes a day or 20 to 21 classes per week.

His "E" time or free time becomes an asset which must be or should be utilized along different lines than he may have ever worked in the past. However, with new unit approaches and multi-media he may need the extra time to progress into fields of study which interest him or are basic for continued progress in tomorrow's educational world.

Similarly, flexible teacher schedules can be developed that open their day to team planning, curriculum development, and educational research. In the new schedule a secondary school teacher may go from 25 preparations per week to 15 preparations in Stage I and to 18 preparations in Stage II. In some of the more innovative Multiple Trails teacher schedules it is possible to free an entire teacher's day or two morning or afternoon sessions to curriculum work, field trips or research types of activity.

All recommended acceleration plans will require first instance money since it is necessary to pay teachers for at least a month's extra service. While teachers in the Multiple Trails Plan will also receive extra compensation, savings realized through staff

reductions will more than cover all extra school year extension costs. This is especially true in Stage I and Stage V patterns, however, some allowance may be made at the start for inservice training work or special curriculum development activity. As a result we stress the need for planning inservice training funds in every budget for an extended school year program based upon a rescheduling of the teacher day, week or term.

As you can readily see, there is more than one path to the goals of economy, space, and a more effective pattern of education. Each school system should select the plan or design which is suited to its needs or goals. Once this has been done, it is essential that teachers and parents be involved in the planning processes.

Just what is done in your school district will depend upon the role you have assigned to the schools; to what extent are they run for children. Can they or should they be limited to a pattern of schooling which, at best, provides many of them with little more than part time education?

STRATEGIES FOR YEAR-ROUND EDUCATION IN JEFFERSON COUNTY, KENTUCKY

dr. oz johnson

The school staff in the Jefferson County Public School System (pupil enrollment 85,000 plus) has worked under the gun of an exploding pupil population for two decades. The task of providing pupil housing has been gigantic. Fourteen of 18 high schools and 44 of 60 elementary schools have been built during the past 18 years. During that time the community has made available more than $75 million to finance school construction. But the rate of increase in pupil population goes on at an unprecedented rate, with no end of pupil population growth in sight. The effort on the part of the community notwithstanding, it would appear that the school staff is no nearer to a satisfactory solution to the pupil housing problem than it was two decades ago.

It is my contention that a rescheduled school-year could alleviate the pupil housing problem in the Jefferson County Public School District. To allow school plants valued at $45 billion (nationally) to be idle one-fourth of each year is ridiculous.

On that point the public seems to agree. However, consensus ends there. Any specific plan of school organization designed to make full use of existing school facilities brings opposition from all sides. Special interest groups make a multiplicity of demands on school calendar designers. Some groups demand economy; others want improved course offering and instruction; and still others want improvement in teacher status, pupil acceleration, and children kept off the streets during the summer months. Admittedly the task of devising such a plan would be difficult. However, the signs of the times, e.g., diminishing state and local tax resources, rising building costs, increased interest rates, knowledge multiplying at geometrical rates, and teachers demanding a full year of employment, indicate that the time is now ripe for school systems in all parts of the country to begin intensive rescheduled school-year study.

The Jefferson County Public School System began such a study in September 1968. From the outset the study was viewed to be a cooperative effort, one that would involve the

school staff and citizens of the community. To accomplish that end, three advisory committees were appointed.

A citizens advisory committee was appointed because community approval is vital to the successful implementation of change in school offerings and activities. The function of the committee was to examine five extended school year plans, to check the pulse of the community, and to isolate one plan which could be given, in turn, to the organizational and curriculum committee for further study.

An organizational committee composed of teachers, principals, supervisors, and directors was appointed to make sure that any plan eventually recommended to the board would be feasible from an operational standpoint.

A curriculum committee composed of teachers, the director of curriculum development, and an associate superintendent was appointed to write in the desired curriculum innovations, better to fulfill the needs of children and meet the demand of the community.

A press conference was called to inform teachers, parents, and patrons that the Jefferson County schools intended to conduct an extended school-year feasibility study. The press release was conceived to be a suitable means of informing the public of the school staff's intentions, thereby reducing word of mouth misconceptions and faulty information that tend to permeate communities not receiving prompt, official communiques from governmental agencies desiring to bring about change.

At first glance, the press conference was an outstanding success. In retrospect, I would banish the thoughts of again using the same ploy. You must have a considerable amount of additional information as to the scope and intent of what you are about for wide-spread distribution in the community. I warn you, the extended school-year concept is controversial.

The news media tended to polarize opposition. Much of the opposition was created because the citizenry lacked information. Many individuals thought that extension of the school-year would begin immediately, that vacations would be staggered, and that the school staff would arbitrarily dictate the terms of extension. In other words, the worst

features of a number of plans were perceived by the people to be what the school staff would incorporate into one plan and then impose upon their children.

The sound and fury caused by the news release announcing the extended school-year feasibility study caused me to, in all haste, get on with the task of writing and getting published the brochure, "Signs of the Times".

The brochure spelled out in detail some of the things we did not plan to do, e.g., that the extended school-year would not be implemented county-wide, that it would not be compulsory for either pupils or teachers, and that it could not begin before the school-year 1970-71. In addition, the brochure solicited wide-spread community participation in helping to dicide the feasibility of implementing an extended school-year plan in the Jefferson County Schools. While not highly definative, it explained the five extended school-year plans which would be under sonsideration, and it contained a questionnaire designed to get a sounding from the community as to its sentiment concerning the extended school-year concept. The opposition, so often, centered upon five items:

1) Acceleration: Parents expressed a marked fear of children graduating from high school at sixteen, making them eligible to go to college and associate with a "revolutionary" element that perceived to be in complete control of higher education. And they raised the question of what is to be done with sixteen-year-olds who do not plan to go to college and are, of course, too young to find jobs.

2) Citizens not involved: Repeated statements such as "Don't ram it down our throats," and "Will it be decided by referendum?" indicated a strong desire on the part of the parents to have a voice in the final decision.

3) Interruption of family vacation schedules: There was strong opposition expressed against the idea of interrupting summer vacations.

4) Different school calendars for children within one family: Much anxiety was evidenced by individuals who fear that their children will be subjected to two or more school calendars. The Catholic Schools System is presently excluding first graders in Jefferson County, therefore, many persons were concerned.

5) Pressure: A number of people indicated that they felt an extended school-year would put "too much" pressure on their children.

I would like to give you the results from more than a thousand questionnaires that the research department has received (as of April 2, 1969):

QUESTIONS POSED		RESPONSES No.	RESPONSES %
Do you think that the school buildings should be used during the summer months?	Yes	506	51.58
	No	371	37.82
	Undecided/no answer	104	10.60
	TOTAL	981	100.00
Would you want your child, or children, to participate in an extended school-year program?	Yes	274	28.54
	No	572	59.58
	Undecided/no answer	114	11.88
	TOTAL	960	100.00
Do you feel that you need additional information about the extended school-year before you could make a decision?	Yes	447	44.00
	No	500	49.21
	Undecided/no answer	69	6.70
	TOTAL	1,016	100.00
Should the extended school-year be a topic for discussion at PTA meetings, service club meetings, and the like?	Yes	711	74.37
	No	170	17.78
	Undecided/no answer	75	7.85
	TOTAL	956	100.00
Would you be willing to participate in a local extended school-year study group?	Yes	312	32.07
	No	537	55.19
	Undecided/no answer	124	12.74
	TOTAL	973	100.00
From what you know about the extended school-year, which plan would you be inclined to favor?	12-4	156	15.49
	Quadrimester	55	5.46
	Trimester	47	4.67
	Modified Summer Sch.	105	10.43
	Multiple Trails	41	4.07
	None/no answer	603	59.88
	TOTAL	1,007	100.00

As you can see, people in Jefferson County do believe that school buildings should be utilized during the summer months. But God bless them, they think that children other than their own should be the ones to use them. I have concluded that the response to the next question, "Should the extended school-year be a topic for discussion at PTA meetings, service club meetings, and the like?" gets at the crux of the matter. Individuals want much more specific information than we have been able to deliver.

However, the people once again indicated, by their response to the next question, "Would you be willing to participate in a local extended school-year study?" that they much preferred other people be involved.

The school staff continues with the process of informing the public about the necessity of doing an extended school-year pilot project. The need for sound research in school calendar design is apparent.

On February 25, I testified before the U. S. House Education and Labor Committee. The testimony was as follows:

> I recommend that ESEA Title III money be made available to school systems in all parts of this nation to conduct five-year rescheduled school-year pilot research projects--a National Task Force, if you please, to determine the advantages and disadvantages of turning away from the existing school calendar, designed and perpetuated by an agrarian society.
>
> The Jefferson County Public School System, with the aid of citizen advisory committees, is now conducting an extended school-year feasibility study. But that effort will more than likely be wasted unless the school staff can acquire money for research and pilot project experimentation. It will be wasted because we cannot point to projects that have documented savings while producing a better educated product. For the system to conduct such an experiment it would be necessary to increase the immediate cost of education for a given number of years. And let's face it, communities are not prone to make significant investment in school calendar plans, with economy and improved education written in, on a speculative "if-come" basis. For Congress to do less would, I think, slam the door on one resource avenue which might allow school administrators to find a satisfactory solution to "the necessity for full use of school plant facilities."

Since that time, my superintendent and I have communicated with a number of foundations. We want to learn if they are interested in financing such a pilot project program in Jefferson County. We realize that we are not now in a position to write a meaningful proposal. But we think we can foresee the day, the opposition of a great number of people in our community notwithstanding, when we will have a specific extended school-year plan, a list of three to five thousand ready volunteers and a cluster of schools available for such research. At that time we will be in a position to begin, what I consider to be, much needed up-to-date extended school-year research.

I hope that I have gotten across two points: (1) that the project is not a pure academic experiment and (2) that it is subject to controls and policy decisions imposed

by individuals having more responsibility for the operation of the school system than I do.

To a great extent the "goodness" or "badness" of the extended school-year concept lies in the degree of its acceptability of the citizens of a school district. Therefore, the development of a truly feasible plan can be accomplished only by giving the most astute consideration to the reactions and feelings of school district pupils, parents and patrons.

YEAR-ROUND EDUCATION FOR THE EXCEPTIONAL CHILD

dr. samuel b. ross, jr.

Certainly today we are faced with multi-faceted problems. Unfortunately many are of our own making. Clearly there is an urgency for educational reform. But we must exercise certain cautions to guarantee that the uniqueness of students is respected and enhanced. We must help students develop a sense of worth so that they will learn to function for their own good and that of the society in which they live. Maybe we have failed to have our students face reality in school. They must learn that life is complicated. It is the duty of the teacher to encourage a child in his daily performance. The teacher must draw forth the student.

Children learn by example. It is imperative that the teacher and the child develop a strong relationship. This does not mean that school should not be operated without clear standards of conduct. Permissiveness can lead to the absence of standards and a lack of structure. Children need discipline as well as the opportunity to develop self-control.

This leads us to be ever mindful of the need to free ourselves of the rigidity which has ofttimes faced education. The American school must be better organized for innovation and change. We must consider the elimination of the usual regimentation. This calls for wholly new approaches which will avoid the lock step methods we currently too often employ. This calls for us to make school more relevant, to recognize the difference in learning styles, to encourage involvement in events which interest children and to develop independence in our students.

We must move our schools from what is for many a failure oriented curriculum to an atmosphere in which a child can truly assimilate knowledge. Children must be provided with continuous opportunities to develop skills for themselves which will be enhanced by regular exercise. Schools, including public, private and parochial, have been challenged to work as efficiently with the hard-to-reach as they have with the easy to teach. Unfortunately the easy to teach are getting the greatest effort with the others being short

changed. We need to capitalize on the strengths which are observable in all children. We need to develop activities which will allow for progress in verbal, visual, academic or vocational models. Many times we ignore the fact that we are living in an era where we are experiencing a revolution in our systems of information and communication.

We must face the fact that at present we have an alarming rate of illiteracy. Much of our population is only semi-literate and, in fact, in many situations we are not challenging gifted students to reach their full potential. This seems to point to powerful imperatives for completely altering the approach to the human learning process.

Opponents declare that the idea of making more use of school buildings and extending the school year sounds great until you begin exploring the staffing of program. Here again we will have to be willing to try some different approaches. This may involve part-time teachers, flexible teacher schedules to permit part-time study throughout the year or full-time during a certain period, exploring new ways of giving and taking courses, and the recognition that when young people today choose a career in teaching to avoid military service they might be granted this alternative if they remain available for the summer term. Such might be the case for graduate students as well. Consideration should be given to accepting non-traditional personnel for some of the roles we will require. The research work which was done at Bank Street College in New York points to many new careers and roles in the American school.

What better plan do we have to do this than through continuous structured, well planned learning activities. We know that people will spend more of their lives being educated than ever before. For those with deficits and gaps the job can be made easier. The additional sequential learning experiences are most important. We ponder ways today to develop a better self-concept and self-image in our pupils. We have searched for increased ways of developing creativity and talents. Our most difficult task is raising the levels at the bottom of the scale. We are all concerned to see that supplementary and remedial programs are created and made available to every person who needs help. This goal has not been reached as yet. Then, too, we must not overlook the fact

that there are already great deficiencies resulting from lack of access to outdoor recreation and open space for many of our people and in many communities public recreation tends to be poorly represented in the competition for resources.

Financially year-round schools present a new cost for the public to bear. I feel that once the entire community--parents, non-parents, business and industry realize that one way to attract business to a community is by providing the best schools for the children of the professional management and technical people, it will be quite evident that good schools may be a source of revenue. Then, too, the structure which will be provided to uninvolved summer youth, hopefully may bring a degree of tranquility to the riot-torn communities of our nation, which in turn, will bring a saving in overall costs. Involving the entire community in educational planning might bring relevance to irrelevant and inappropriate programs which exist today.

With the increased attention being given to the disadvantaged, the learning disabled, the handicapped, the disturbed, we might well increase the efficiency of our teaching which would reduce costs by returning many current special children to the mainstream of education. All of this depends on developing the new models which have been referred to before and reducing the teacher disabilities which contribute to the numbers of school failures we have with us today.

YEAR-ROUND SCHOOLING: FACT OR FANTASY?

dr. fred brieve

There is still a variety of opinion concerning the exact meaning of the term "year-round school." The concept differs depending on the arrangement within a given school district. In some instances the term refers to four equal quarters, while in others it may refer to an extension of the regular school term or to a summer school for specific segments of the student body. The one common element of all the extended year programs centers around the more effective use of school buildings and facilities. Most year-round school patterns imply a 12-month operation of the school plant and a 12-month employment of the majority of the faculty. It is from the perspective of the student schedule that differences emerge.

Much of the impetus for the year-round school has come from groups other than educators. To the practical-minded citizen, the hardheaded businessman, or the anxious parent who desires a better educational opportunity for his children, the year-round school seems to be a logical pursuit.

Reasons are:

1. The school plant is available, fully equipped and ready for use.
2. Most overhead costs would continue to be the same whether the schools are opened or closed during the summer months.
3. Fixed charges, such as insurance, interest, and capital outlay costs remain fairly constant, whether schools are open or shut.
4. A teaching staff is already employed. Teachers would be helped financially by a few additional months of employment.
5. Most youngsters of school age, particularly in our towns and cities, are without constructive direction during the out-of-school months.

The principal patterns of year-round schools with their variations are the quarter system, the trimester, and the extended summer session.

<u>Advantages claimed for the staggered quarter</u>:

1) Greater utilization of school facilities was achieved.
2) Each child is guaranteed as much instruction time as is normally given with 25 percent more students being accomodated.

3) Pupils graduate on schedule.

4) Acceleration and accomodation of the gifted students are made possible.

5) Failing students can repeat work during vacation periods.

6) Expenditures for personnel, new construction, and new equipment will be reduced.

7) Fewer textbooks are needed at any one time.

8) Teachers may work the year around, thus increasing their salaries and reducing the need for additional teachers.

Disadvantages:

1) Parents object to arbitrary assignments of vacation periods and to vacations other than summer.

2) Maintenance and repair of buildings would conflict with school work.

3) Plan may not work advantageously in elementary schools with less than four sections to the grade and in small secondary schools with less than four sections of a standard course.

4) Some studies indicate that some economies are not as great as they first might appear to be.

5) Difficulties exist in the placement of transfer students.

6) Community recreation programs for out-of-school students do not operate year-round.

Advantages of the trimester plan:

1) The trimester plan makes possible curricular innovations geared to the individual pupil's achievement and rate of achievement.

2) Acceleration is possible for mature, gifted students.

3) Additional time is made available beyond the traditional 180 days, permitting additional emphasis on basic studies.

4) The school plant is utilized eleven months of the school year.

5) Pupils will not be forced to attend school every summer, but they will have to attend some summers.

6) Requires fewer teachers with those employed receiving higher pay.

Disadvantages:

1) There will be added costs including a necessity for air-conditioning of existing buildings.

2) Building maintenance may be a problem.

3) Increased administrative and supervision problems involving transfers of students, scheduling of enrichment and extra-curricular activities.

4) Some difficulties may arise in scheduling in elementary schools with less than three sections to the grade or in secondary schools with less than three sections to the standard high school subject.

Recommendations for schools considering a year-round plan:

1) Major emphasis should be placed on the horizontal broadening of educational experiences for all students who may profit from a year-round school program.

2) There should be close articulation between colleges and public schools in experimental programs that will affect both the teachers and students of both groups.

3) Innovative programs for professional development of teachers that will allow for flexibility in calendar schedules should become a part of college teacher training programs.

4) Those people who will be most affected by the changes involved in the year-round program should have a part in the planning. Planning or study groups should include parents, teachers, students, administrators and other interested parties.

5) Programs designed to meet the needs of all students, not just those needing remediation or desiring acceleration, should be of paramount importance in formulating plans for year-round schools.

6) In planning school programs, a major emphasis should be placed upon developing those areas of instruction and other activities that can be offered better during the summer months.

7) The year-round program should include opportunities for field experiences for both secondary and college students. The community offers many laboratories for learning that could be very beneficial to the student.

8) The year-round program should offer opportunities for acceleration for those students who desire to graduate early, but should not require all students to participate in the accelerated program.

9) Teachers involved in a year-round program should have released time for professional growth so spaced that they may take advantage of fully staffed institutions during the fall, winter or spring terms.

10) Financing for summer school programs should be on the same basis as that provided for programs during the traditional school year.

11) Since no one calendar completely resolves all the associated problems, emphasis should be given to those systems which can be most effectively implemented, and most easily integrated with the present system, with the least amount of disruption to the educational program while accomplishing the most important objectives.

Both the public schools and the colleges are affected by forces within our society that call for a new evaluation of existing school calendars. Such forces as rising enrollments, limited funds for expansion, and pressures for more education in less time have placed an unusual burden on the schools. Providing classrooms and teachers for youngsters has become one of the major tasks of local governments.

This crisis in education is made all the more urgent by the vast knowledge explosion and the concurrent demands that society is placing on an enlightened citizenry. It seems totally unrealistic that among such staggering demands, our educational facilities and instructional personnel must be utilized to the fullest extent if we are to meet the challenge of a rapidly changing society.

YEAR ROUND SCHOOLS: A WAR ON POVERTY, A PLAN, AND TEACHER EFFECTIVENESS

dr. andrew s. adams

Let there be no doubt about it, year-round education can be one of the strong weapons for the nation's War on Poverty. Education, you must remember, is one of the four main battlefronts in the attempt to raise up the impoverished.

Millions of Americans today are dropouts from school with one third of them having less than an eighth grade education. The percentage of unemployed and poverty bound people in this category is shockingly high.

To eliminate a negative factor, let me say poverty kids do have idle time, if others don't. The long hot summers indicate very definitely a need for, as it were, more castor oil. Keeping schools open throughout the year is of special importance in getting at the problems facing city ghetto schools, poor rural schools, and migrant and Indian schools. Year round education can offer more opportunity to those youngsters living in poverty.

A new VISTA program called "Operation Bridge" lends itself to schools functioning all year. In this program, the volunteers serve school systems by helping to bridge the gap between the school, home and neighborhood for disadvantaged students. These volunteers, working days, evenings, and weekends become an important link between the school and community. They are on year round appointment and the schools, to best utilize them, should be also.

A supporting "VISTA Teacher Education Program" is incorporated in this through colleges and universities wanting to better train future teachers. This serves as a testing ground for both the colleges and the future teachers.

Another call for more educational time is the stress being placed on training and re-training in the curriculum. The new Federal Vocational Education Act and the need to make and keep students and adults employable in an increasingly automated society makes "education" and "training" inseparable. Schools today must accept the vocational development of students on an equal priority with their intellectual

development, and extending the school year becomes a must.

Since it is a fallacy to use traditional instructional programs in new extended school operations, we must find some new ways or utilize better some of the old, I suggest two new curriculum concepts: (1) Unique and Individualized Learning -- As youngsters go at their own rate, why don't we add separate "pipes" for them to travel. Instead of all youngsters, in geography, for example, beginning with Switzerland, assign each one a different country. The loss of motivation factor, because someone else did it first, is not lost this way. (2) Strategic Instructional Plan -- Strategy is a task of the teacher with students the target and instructional materials the reference. The year-round school makes for a better environment under which the teacher makes strategy.

To bring these things into focus, and to negate some of the criticisms of year-round education, I have a plan to propose. I call it the "Sliding" Four-Quarter Plan.

Basically, the plan divides the school year into four quarters of twelve weeks each--fall, winter, spring, and summer quarter. This totals a school year of 48 weeks that the schools are in operation.

In the four-quarter plan of running schools for 48 weeks, the schools are closed for four weeks during the year for maintenance and repair, teacher evaluation and orientation, student programming, personnel assignments, and other necessary tasks. Ideally, one week between each quarter would best permit a systematic arrangement of handling these tasks. However it might be more appropriate to schedule the four weeks' vacation all at once during one part of the year. This could be arbitrary depending on the desires of the community and parents and the feasibility of the administrative operation of the schools.

The children are scheduled to attend school for four consecutive quarters

and have a vacation period for one quarter. They are in school for one quarter. They are in school for 48 weeks, or four quarters, with a week's vacation between each quarter if the vacation periods were so scheduled. At the end of the 48 weeks of schooling, the children have a vacation period for one quarter of twelve weeks, plus the two additional weeks between quarters.

At the start of each quarter, only one-fourth of the children enrolled in each grade start school. Another one-fourth of the children in the same grade start school the next quarter, and so forth. By dividing the children of one grade level into four sections and having each section start school at a different quarter, the "sliding" effect for scheduling vacations is achieved. Consequently, with each section attending school for four consecutive quarters of 12 weeks each, each section will have its vacation quarter at a different season of the year.

By having the four sections of each grade rotate their vacation periods each year at different seasonal quarters, there will be equitability as to the time of year, or season, that children receive their vacations. Parents will not be able to complain that their neighbor's child always has vacation during the summer while their own child always has vacation during the winter.

To further equitability among families in scheduling children in the various quarters, they are assigned alphabetically according to their family names. All children of the same family will attend school during the same quarters and have their vacation on the same seasonal quarters, regardless of their grade level.

It must be kept in mind that by staggering the enrollment of a given grade level throughout the four quarters and by sliding the vacation periods, only three-fourths of the school population will be in school at any given quarter of the year. It is here that the economy of school plant facilities, teachers and educational costs are apparent. There will be an additional

savings by having the children graduate from school one year earlier at approximately age 17 instead of the traditional age 18. The added economic savings is the result of the "sliding" four-quarter plan of having children enrolled in school four consecutive quarters before each vacation quarter. It is important to observe that the Sliding Four-Quarter Plan doesn't make it necessary that a child graduate a year early. The child could receive an additional year's education and graduate at approximately age 18. Of course, some of the savings of facility space, teacher time and cost of education would be lost in the Sliding Four-Quarter Plan if the child received the extra 36 weeks of education and didn't graduate a year early. However, the enormous savings of having only three-fourths of the children in school at any given time would still exist.

With the year-round school concept, many teacher factors have been brought out. The precautions and conditions of designing year-round schools could affect the teacher factors in a positive or negative way. There are pros and cons of these factors which are: philosophy of life, salaries, professional status, motivation and morale, vacations, outside work opportunities, professional travel, professional study, in-service training and development, promotional opportunities, health and emotional stability, ability to change, assignments and schedules, pupil-teacher ratio, teacher shortage, instructional planning and preparation, curriculum revision, facilities and instructional materials, parent and community interaction, performance, and avocational activities.

There are two possible contradictions for year-round schools in terms of teacher employment. One is the national trend to shorten the number of hours in a work day, number of days in a work week, and the number of months in a work year. A second problem is that even though teachers' salaries are immediately increased by year-round employment, the long-range effect

may not bring about an over-all increase when salaries are compared to other occupations by annual earnings and not months worked per year.

THE YEAR-ROUND SCHOOL: VEHICLE FOR CURRICULAR CHANGE

dr. daniel l. predovich

We're here to consider changing the organizational pattern of the present day school so that it can keep up with the needs of today's world. Can the year-round school be the vehicle for this curricular change?

The year-round school of the past failed. If we turn again to this solution, then we must not make the same mistakes. We must not be content with just bettering the things we've done in the past, but instead search for improved ways of doing things. In the past, three basic approaches to year-round education have been attempted; compulsory 12-month attendance for all, compulsory staggered quarters for all, and voluntary summer programs.

In order for the year-round school to be successful, we need to keep pace with change, and change can't be denied.

I'm very much in favor of year-round use of school buildings, and I'm very much in favor of year-round employment for teachers and year-round learning for children, and I'm convinced that most communities today care more deeply about the waste of unfulfilled potential in school buildings that do not support learning, than about the cost of programs which do. But most communities don't know how to bring about the change they think is necessary.

How can we use the idea of the year-round school to bring about these changes to better education? How can we take the solution of the past and make it the vehicle to the future?

Fantasize with me for a minute. In this world of change, what should the school of the year 2000 be like? I see a society dedicated to education, to learning. A society in which the schools will have no need for degrees. The educational institutions and the community will no longer be separated. The school will become a study, a work, a recreation center for people of all ages and all interests. Learning will be a life-long pursuit for everyone. The schools will become non-graded, non-aged, never closed. Schools will be open not just six or eight hours a day, but twenty-four hours a day and fifty-two weeks a year. The schools will be without fixed scheduling and mass instruction. Young-

sters will be able to move from one learning environment to another to stay only for the period of time that it takes to develop proficiency or knowledge.

The skills and knowledge that we stress today will be taught in a fourth as long a time through the use of technological aids; machines that are fun to work, that are asethetic and delightful; that bombard the senses with ecstasy and wonder much as the psychedelic light shows of today bombard the senses.

The world of tomorrow in which everyone will be in touch, needs people in touch with themselves. The schools will not fragment the students' life--will not segregate the senses, from the emotions, from the intellect. The schools will spend more time teaching the mastery of feeling what others feel, and will have communication experts who teach increased empathy, who heighten awareness, and teach control of emotional and physical states.

In the school of the year 2000, teaching will turn inward. Instead of focusing on presenting an environment, it will concern itself with focusing on the response of the learner. Learning will become what it has always been, but seldom recognized as being...a joyful, delightful, unique experience full of quests of discovery and inquiry.

How can we use the year-round school to make this fantasy a reality? How can we extend the school year to the end that higher quality education and better learning will result?

Of the three methods of year-round school operation that I've mentioned, perhaps the one which has the most possibilities for beginning the transformation from the school of today to the school of tomorrow is the voluntary summer session plan.

In reality, most of us already operate twelve-month schools via the summer session. But in few schools do we take full advantage of this time to instigate the change we all know must occur if education is to change to meet tomorrow. If change is the primary fact of life, then we need to embrace the facts of life. The school must teach pupils to exalt in the challenge change presents. From birth to death people will need to be encouraged to prove, to sift, to weigh, to appraise every object and every concept that they encounter

The curriculum must keep pace with the dynamics of change, and the summer session is the time that curriculum changes can best be tested. Summer is the time that we can seek new methods, new content, new idiom, new purpose in education. The exploration and testing of new ideas and educational method and content should constitute a phase of every educator's summer activity.

The summer session is the ideal time for the needed teacher rejuvenation. Think of the possibilities if we all employ teachers on a twelve-month basis as some few schools do today. The professional growth of teachers can be greatly accelerated. Some teachers can be enrolled in advanced study at colleges and universities. Others can be given credit for traveling. Greater time can be devoted to the important task of textbooks and teaching materials selection and development. Teachers can be engaged in local workshops in which they prepare materials for the next year.

The school of tomorrow that is based on proficiency of performance needs more carefully developed and evaluated material. The first step toward development of this type of material can be taken now, if we're willing to try. Teachers can become an integral part of the community by spending time in business establishments, in research labs, learning more of what they teach. And perhaps, most importantly, informing, selling, committing the community to supporting an educational system dedicated to change.

Summer sessions give us the opportunity for adequate orientation for new teachers. During this time we have the opportunity for system-wide vertical curriculum meetings.

How does this type of summer program effect the student? The usual pressures of compulsory classes can be erased. Grades, tests, honors and prizes can be eliminated as motivators in learning.

Traditionally, the schools have focused on one part of the student to the detriment of the others. We have been so concerned with developing the intellect that we have ignored the world of feeling. Perhaps the summer session is the time when we can add humanness to the curriculum.

When we can develop performance at its creative best. When we can emphasize the

relating with others--the importance of communicating feelings as well as ideas with others. Perhaps, for the student, this is the first step towards the school of tomorrow.

Administrators can use the summer session to include parents into the circle of learning. This is the time that adminstrators can experiment with organizational changes such as non-grading.

Little by little, through staff and student involvement of this type, the summer session can become the vehicle for changing the entire curriculum. Then the transition to year-round school of relevance will be simple.

AN ADDRESS BY WINTRHOP ROCKEFELLER, GOVERNOR OF ARKANSAS

The challenge is a broad challenge. To take Arkansas alone, we are faced with the problem of some 6,000 additional primary and secondary students each year. I am pleased to say that we have at long last changed our constitution to permit the formation of kindergartens and the continuing education programs in our public schools. So we have a tremendous challenge, a great increase of numbers and not a proportionate increase of dollars.

The conflict there is a very important one. We must recognize that the challenge is a challenge facing all of us across the nation, but one that must be met with ingenuity. We need to think of how to finance.

Some people think that the very subject matter of (year-round education) will spell economy. We know that it will not necessarily spell economy if you use school buildings 12 months of the year. The buildings are there and the little variable in terms of heating and air conditioning is relatively insignificant in terms of the total cost because what we need is good teachers.

The economies we find are not in terms of dollars and cents but in what we can do for young people through the use of these facilities year around. When I consider the problem of year-round education it presents a lot of problems.

Never before have our young people had the pressure put upon them--academic pressure. But I don't think there was that same pressure at Yale when I was an undergraduate as we see today on all campuses. And, therefore, I think the psychologists, psychiatrists, and educators, and all thinking people will recognize the fact there are many students who cannot stand the pressure year round. I hope this is a subject you will be considering in your deliberations because it is of great concern to me.

When you go to the mandatory concept seems to be flirting with all kinds of danger.

The three months of summer vacation may be a time to sort of regroup your thinking. To others it will make a difference, if they get the job they want, whether or not they can continue their education. To others there is travel. I think that summer period is a time when students can add to their education experience, not just loaf.

I would like to see us get a greater use of our brick and mortar. I'm sure that many teachers would like to be paid for 12 months work instead of nine months. We have a great challenge. But let's evaluate it, weigh it, and then move forward with all due speed.

A STUDENT LOOKS AT YEAR-ROUND EDUCATION

robert dudney

This is the charge to the schools: to assist the student in evaluating his world and his position in it. It seems academic to ask whether present schools are performing in accordance with this goal, but unfortunately it seems academic to educators for the opposite reason it seems academic to me. While schools may be teaching many facts and concepts which have never extended past the university before, they are not concerned with the student's view of himself or his race.

What then, exactly, are schools doing?

Schools are selecting facts for students to memorize. Remember the textbooks--source of all enlightenment? Knowledge is arbitrarily divided into courses and skills are, more often than not, taught as "knowledge areas." An overall guiding theme in learning is denied. The learner, if you want to know the truth, is limited more than he is taught.

Schools have no behavioral goals, or they are not being met. They do not create an attitude of dynamic education, nor do they cater to individual needs. There is no flexibility of content within the school year.

In fact, as I see it, the schools of today are inconsistent with the way man learns. The mind does not work only when told to--from 8 to 3, Monday through Friday, nine months a year. Learning, as proposed in today's schools, does not relate to past experiences. Each kid has his own symbol system to conceptualize and, as you've said so many times, every kid is different from all others. Yet, schools give all kids the same evaluation--the multiple choice test, and essay questions which the teacher wants answered her way. And then, when the child responds with the wrong answer, he has made the unalterable mistake.

While on the negative, let me tell you what the restricted curriculum cannot do. It cannot answer the student's major questions. It cannot provide him with the attitudes necessary for citizenship. It cannot adequately prepare him to live in a complex society.

Now you know what the student doesn't want--or like. And, indirectly, you know some changes which could prove marvelous therapy for the schools. Let me tell you what we do want.

Schools should build on a student's motivation. Take note: Every kid is motivated, positively or negatively. It's positive in an environment of stimulation. There he is interested in more things related to education. He already knows a lot, just from the mass media. And, he is concerned about lots. Your job is to temper his motivation by presenting culture as man's historical search for answers and when he hits a brick wall, remove a few bricks for him.

Schools are to teach skills and attitudes. Early education should be for skills through use of machines and individual progress. Later, however, the learning comes from really exploring the world.

What about year-round education in this process? Traditionally, you will find vocational students use it to graduate early and the college-bound kid gains a broader background. As for me, I don't see much potential for the improvement of education through 12 months of school.

However, if the schools build on a student's motivation, and teach basic skills and guide in the attainment of attitudes, then year-round education can be a giant first step. Through it we can break out of terms and classrooms into continuous progress at an individual rate of learning. Year-round schools can aid in presenting education as a total life experience rather than something which happens occasionally when the teacher comes into the room. In conclusion, you don't learn about the world as we are now, you learn with it!

A TEACHER LOOKS AT YEAR-ROUND EDUCATION

mary ann cummins

Let's begin by blowing a myth that teachers want three months off each year--or at least in the Cypress Fairbanks School District. These teachers are mainly young, married, and they want things to do. They want to work with kids. They don't have the need of free time in which they must work for someone else.

Secondly, these teachers don't desire the free three months so they can work on advanced degrees. Why? Our staff is soured on college education because it doesn't meet our needs.

Thirdly, our staff does not fit into that category of young teachers who plan to let two or three years be their career in teaching. I took a survey at Matzkie Elementary School which showed the teachers planned to make their career something more.

Now, I will readily admit that the attitude of teachers in our district may be abnormal. But it is not the fault of teachers there, or elsewhere. Generally, administrators don't consider teachers professional and this attitude filters down to the teaching staff. Our staff takes its attitude because of the similar attitude held by administration.

What I say, then, can happen elsewhere, it has and it will. The concept of the teacher as a "worker bee" will disappear. But until it does, the self-concept of the average teacher will remain as it is today, and as so many administrators think it will continue to be.

The 12-month school year is a big step toward that professionalism I talk about. By mere conception it will tell teachers: "We believe you can do even a better job and want to do so." There are side effects, as I see it. For example, many more men will go into teaching, especially at the elementary level.

The additional money is not as important to teachers as you might think. This is not just a job; it is a profession.

The innovations we talk about these days will make year-round education easier. It provides a more relaxed atmosphere in which the teacher and student relate. It very definitely frees the kids more.

Teacher education is one of the key factors here. The quarter system is appealing to our teachers because it leaves time for graduate work, if they want it, without sacrificing by going fulltime in the summer.

But even this is a problem when the colleges are not meeting the needs of today's classroom teacher. The teacher could learn much more toward the day-to-day tasks if she were used as a trouble-shooter within other schools or other school systems. It should be normal to use teachers as consultants.

As an excellent alternative, the College of Education at the University of Houston now is offering graduate work in what they call "problem courses" which deal with the every-day problems of education within the classroom. This helps me as a teacher. I think teacher colleges should take much the same approach as teachers do to their students. Come sell me, I have to sell my kids!

All this relates closely to the year-round school concept, one that can and will be opening an exciting new area for learning.

A PRINCIPAL LOOKS AT YEAR -ROUND EDUCATION

dr. evelyn carswell

The principal, as manager of the school, must look closely at her role with pupils, professionals (teacher and aide), program, plant, and parents in relation to year-round education.

For the student, careful consideration must be given to individual differences under year-round education; reference is not made here that individually prescribed instruction is necessary at this point. I'm talking about the broader concept. For example, who is year-round education good for, certainly not all students. There must be flexibility so those who can benefit may do so. Others may not profit from the experience.

The professionals--teachers and those who assist her--may in the future of 12-month schooling become much more flexible. There probably should be teachers on quarter, half, three-quarters, and fulltime contract. Instead of using teachers as we do traditionally, they would be called on for the specific skills necessary at the moment.

Such a change in utilization of teachers will bring about a corresponding change in certification. The teacher then becomes a resource. And, at a specific time, place, and group of youngsters, the resource person necessary may very likely be without a college degree or other traditionally-required qualifications.

The program must become relevant bringing about a serious reconsideration of program priorities. Through this there must be an integral process of change which brings about a situation wherein the school no longer operates in a vacuum.

Schools under the 12-month concept of education become a part of the community. The educational process no longer is an 8 to 3 game. It's a living process which extends out to every part of the community.

With a change to year-round education, I see the school plant changing in role. It no longer is the school; it is part of the school. The 12 months of formalized education allows us to do the other kinds of things. Much of school may be outside the building, in life, learning as life happens.

The principal's management role in dealing with parents, or the community, will come closer because of the simple necessity to communicate concerning time. But the tie will come in other ways as well. I see much more use of all schools after the normal closing time with adult education. This will certainly be a time of bringing parents and child together for learning experiences.

In dealing with these five important groups, the principal had many difficult decisions to make, numerous approaches to take, but an opportunity to create a school that literally leaps out into daily life and becomes a part of it.

A COLLEGE PROFESSOR LOOKS AT YEAR-ROUND EDUCATION

dr. david m. bjork

It is imperative that colleges be actually engaged in year-round and continuing education, both as to programs within the colleges and to those with which the college relates in terms of service activities. Colleges must be involved in seeking ways to modify and change the rigid structures which inhibit relevant learning, traditional structures which are under attack from many groups today.

For so long the colleges have maintained the standards, methods and traditions which dominate and inhibit the organization and scheduling of learning activities at all levels of education. Most school curriculums, methods and evaluations are responsive to the requirements of universities. Many public school classroom activities are only minor variations of college classroom methods and content.

The rapidly changing forces in our society, culture, knowledge and technology are demanding changes in traditional college programs and the means by which these programs are organized.

The college I represent, the University of South Alabama in Mobile, is a new institution. It began operation as a state university in 1964 and today has an enrollment of 4,000 students. Projections indicate very rapid growth in the future. We have a large and modern campus, abundant student housing, and many new and developmental programs. The university is located in the heart of the rapidly growing Gulf Coast region of the United States. Founded in this decade and committed to relevant education for today and tomorrow, the university has certain advantages. There are no rigid expectations, traditions, nor organizational structures which necessarily inhibit the development of new conceptualizations for higher education. Rigidity is found in some individuals, as is true everywhere, but not in the institutionalized structure. The questions being asked at our university are related to the basic questions of what higher

education should become for the needs and conditions of today and tomorrow. The university is searching for means of involvement in the solving of problems and the creation of knowledge relevant to the region, nation and world. Universities must be global-minded because knowledge is global. Programs must be relevant to problems because problems must be solved. Learning must be meaningful to students and faculty must also be actively involved in learning, in the styles of learning and in the process and tools of learning because there is so much to know.

University programs and personnel need to be involved in varieties of learning activities and laboratories. The concept of a university environment must extend far beyond the walls of classrooms and the restrictions of hours, schedules, and courses. People, places and things must be brought together in new patterns of relationships. All students need not spend their time on the university campus. The restrictive concept of "campus" must be greatly extended. It is possible for universities to create new types of centers for learning, research, program development and demonstrations. The brain power of universities should be matched with the needs and unique learning resources offered by industry, business, public school education, government and other societal organizations. Perhaps it is possible for universities to establish new structures and new vehicles which relate expertise of colleges to problem-solving techniques, which form partnerships with other agencies of society.

Such structures could include:

(1) A Center for Communications which deals with information processing, languages, the cultural and social context of language and the media forms of communication.

(2) A Center for Educational Services which deals with relevant problems such as racial integration, rural schools, ghetto schools, early childhood education, international education, and the like.

(3) A Center for Urban Problems which could provide programs and research in areas of urban education, public health, housing, social services, employment and economic development, transportation, crime and

delinquency, demographic studies and the like.

(4) A Center for War on Poverty which could address itself to many critical needs relevant to our society and the problems of the world.

(5) A Center for Management Services for problems of marketing, industrial development, trade, regional economic development and international business to name only a few.

These, and other centers, could be inter-linked with the colleges and departments of the university. In this way problem solving becomes multi-disciplinary and collective. The centers become recipients of imputs in terms of finance, personnel and knowledge. They produce outputs in personnel, solutions to problems and research. The whole process is one which involves the university, the communities and the agencies which comprise the contest for higher education. Education is not just year-round. It is continuous and individualized. It involves all ages at all times in a continuous process of development, training and re-training.

The public school classroom becomes a learning center for pre-service and inservice teachers. Business and industry become laboratories for students and professors. College teachers deal with students in new settings and new combinations.

The university is challenged to change. Otherwise it will lose the faith and credibility of students and public. Change is needed. Year-round and continuous education for children, youth and adults which is addressed to relevant problems, is in order. This is a goal for the new university which I represent. May it be a useful goal for all colleges and schools which are jointly responsible for the success or failure of education in the years ahead.

THE METRO-ATLANTA 12-MONTH SCHOOL YEAR

reid gillis

The program of which I have been asked to speak is in operation in the seven Metro Atlanta school systems, especially the Fulton County schools. This is a secondary school program only. The most significant statement I will make about the program will be the first, and I hope you will follow me here with this concept.

This program was designed for only one purpose, that is to improve the educational opportunities for our children. It was not designed to save money, save space, or use the school buildings year round. This is a child-centered program. There can be no other reason for developing an educational program. This is a point from which we can work. Otherwise much of what I say will not make sense.

I'm sure you have talked about many reasons for and many rationales behind the year-round school concept. Everything other than the student centered program are referred to here as the by-products. Obviously you cannot develop a new school structure without the change having a tremendous influence on the community.

The first thing necessary is the philosophy and rationale under which the program is developed. Why develop a year-round program in the first place?

When this philosophy is developed then the type of program can be decided upon. We in the Atlanta area chose a four-quarter school plan. A study of many school designs resulted in the decision to have four equal quarters.

In our area we found about 25 per cent of our high school enrollment attended summer school. This summer school was an appendix eight weeks long attached to a regular nine months school year. This program was initially developed for the student who failed and needed to repeat a course. However, we found at this time of the 25 per cent who attended summer school, 70 per cent were taking new work and there was another group who could not go to summer school

because the new course offerings in this summer session were not inviting. Therefore, we saw a need for a program in which courses could be taken any quarter and have the same integrity, character and equality as any other quarter. This was one point which led us to the four-quarter plan.

Just a word about these quarters. The school year has four quarters of equal time, three of which are required with the fourth quarter optional. We call this the attendance option. Any three of the four quarters will meet state attendance requirements. The student, however, may choose to go to only three quarters, or he may choose to go to all four. To meet graduation requirements from high school it will be necessary for the student to go to school a minimum of three quarters a year for five years (grades eight through twelve). This will not only allow the student to meet high school graduation requirements but he can attain enough credit for college admission. If the student should choose to go four quarters, he may graduate at least one year early or elect 32 quarter courses more than normal.

To get another technical point out of the way--in Fulton County every child is completely rescheduled every quarter. We have 18 high schools. The students in these high schools are pre-registered, and a new master schedule is made in which the student can reschedule himself.

After all this change of the school calendar, what have we done to the child? The significant point here is it really doesn't matter when a kid is in school. What does make a difference is the education and opportunity the student gets when he comes to school.

What does the student get in terms of course structure and content? Is it the same old course in a new package? Not in Fulton County, Georgia. This new calendar. . .this four quarter plan. . . this new scheduling procedure. . . is only a vehicle to put into operation a new curricular concept, a quarter curriculum in which the child is the center.

It really wasn't difficult to develop the four-quarter calendar in the metropolitan area. The real problem, however, was the curriculum revision, developing a totally new program--a curriculum made up of quarter courses that are terminal at the end of each quarter without regard for sequence wherever possible. That's right, without regard to sequence in 70 per cent of our courses. The student does not schedule for a year course in English, for example. He schedules for one quarter of English. If he passes it, he will take another quarter of English. If he fails it, he can take it over immediately or schedule himself into another course that will more nearly meet his needs.

Another necessary feature of this program is that the Carnegie Unit has been "thrown out." One of the reasons our students have been hung up in the school structure is that they were trying to get one Carnegie Unit of credit for one year's work. This is no longer necessary. The student now gets five credit hours for each quarter course completed--or 375 credit hours to graduate.

Back to the curriculum into which the student can reschedule himself every quarter. As the research was done for this program, we found basically the same structure in all systems involved. Let me use English as an example. In grades eight through 12 the student had to have eight semesters of English. This is a required English course every semester. Every student had to take the same eight semesters of English with few exceptions. Under this new program we have 50 English courses ranging from a dynamic communications skills course for students in the eighth grade reading below the fourth grade level to a course in the tragedy of drama for the advanced 12th grader who wants an in depth study of Shakespeare. This same course reorganization holds true for math as well as all other subject areas. In mathematics, courses are developed for students at the eighth grade at a very low level of achievement up to a course in probabilities and a course in creative mathematics for the advanced math student.

I'm sure the first question to come to mind here is how can we schedule 50 English courses, 45 mathematics courses, 60 social studies courses, and a comparable number of courses in the other disciplines. The answer is obvious: At no time will you schedule all of these courses in a given school at the same time. To the contrary, this is not only an opportunity to develop a program to meet the needs of an individual child, but it's an opportunity to develop a course structure to meet the needs of the individual school--a tailor-made schedule to meet the needs of the community.

One of the most significant effects of our program is the potential solution to the dropout problem. One of the main reasons a student becomes an academic dropout is because he finds himself hung up in an academic program in which he cannot achieve. He fails and continues to fail without any relief in scheduling until he's 16 years old, and he automatically becomes a dropout. But the flexibility of this program allowing the student to schedule into courses in which he can achieve, in which he can experience a small personal satisfaction, then he will not become a dropout. As a high school counselor and principal, I never knew a student who could barely achieve to become a dropout. This has a potential worthy of our consideration.

Another by-product relates to high school graduation and college admission. One of the reasons a student cannot get into a college of his choice is that all students go to college in September, that is after all students have graduated from high school on June 4. In this program, a student may graduate at the end of any quarter when he meets graduation requirements and enter college at the next appropriate quarter. The college admission people in Georgia are very much interested in this concept.

A third, and significant, product of this program is a solution to juvenile delinquency problems in the urban area. In the Atlanta area, for example, we release on the streets over 150,000 teenagers on June 4. These kids cannot find

employment. Many of them have nothing to do but stand on the street corner and look for excitement. And they usually find it. With this program properly implemented, so that these kids can be guided into meaningful summer educational experience without having to pay tuition, this will go a long way toward solving this problem of the long hot summer.

Another consideration here utilizing the attendance option, that is to option out a quarter other than a summer quarter, a student may find full time employment on a quarter basis. In other words, distribute this great teenage labor force throughout the year.

The final of many more by-products relates, likewise, to the attendance option. The Commission on Tourism in Georgia adopted a resolution calling on the Governor--urging him to support the year-round tourist business in Georgia. There are many families in our society today who have seasonal businesses, summer season, who cannot take a vacation because their kids are only out of school in the summer time. Obviously, with an attendance option, these families could take a vacation some other time during the year.

For these basic opportunities to improve the education of our children to become a reality this program must be fully implemented. Full implementation means financial support as well as curricular revision.

In the Atlanta metropolitan area this year we could not fully implement the program, meaning allow the attendance option. An uncertain financial picture in the state legislature prevented a student from electing a quarter off other than the summer quarter. We will, however, offer a full fourth (summer) quarter this year. We do look forward in the very near future for adequate support so that this complete program can become a reality for our children. This program has the potential of changing the face of education not only in Georgia, but on the national level.

YEAR-ROUND EDUCATION: AN OVERVIEW

dr. james f. nickerson

In spite of the headlines in Monday's papers which reported that Mr. Vause "Lashes Year-Round Classes," he set a clear starting line for this conference--a no-nonsense hard look at theory, practice and results in year-round schooling efforts to date.

To reflect on the shape and the direction of this conference, I shall both quote and paraphrase in quick fashion some of the highlights from each consultant and some of the discussion which surrounded his presentation. For detail I would refer you to the separate presentations as found in this volume.

VAUSE

The longer school year is no panacea but a partially tested procedure which carries both promise and problems, strong advocates and bitter enemies. But the central question is the effect of the year-round school upon the quality of education. We may only be magnifying mediocrity rather than transforming schools into real centers of learning.

THOMAS

Among the many plans and scheduling procedures employed in extending the school year are the four quarter, the 12-4 plan, trimester and quadrimester plans, modified summer and the Multiple Trails plan. Each has its strong points, weak points and particular applications. There are many paths to the goals of economy, of spaces and more effective patterns of education. What is appropriate to a particular school can only be determined by the needs and goals of that school. There are no pre-packaged devices for easy application back home.

JOHNSON

An early and well-intentional press conference polarized opposition largely because of sketchy information: that the plan would start immediately, vacations would be staggered, that the school administration would dictate terms of the

extension, etc. Opposition centered on problems surrounding acceleration, citizen involvement, vacation for families with two or more children, defense of summer vacation, and anticipated increased pressure on children. While parents wanted the efficiency of full use of school buildings, they wanted the changes for children other than their own. Moving toward year-round school is far more than an academic exercise. It can be accomplished only by the most careful consideration of reactions and feelings of pupils, parents and patrons.

ROSS

Increasing concern for the exceptional child raises the urgency for educational reforms--means by which the uniqueness of students is respected and enhanced. The schools must seek approaches which break lock step methods, which seek relevance, recognize the difference in learning styles, and develop independence in the child. Continuous, structural, well-planned learning activities hold promise. Any added costs for year-round schools can be justified economically in contributions to the economy, salvage of many uninvolved youth, especially in riot-torn communities. Returning any of the disadvantaged, learning-disabled, the handicapped or the disturbed to the mainstream of education through changes induced by year-round plans has great potential for reduction of costs in dollars and in human worth.

BRIEVE

The impetus toward year-round education arose largely from groups other than educators--from parents anxious for better opportunity and from business men attracted by the logic of full use of expensive facilities. Advantages clustered around the time gain for some for acceleration, enrichment or remedial work, around the increase for plant capacity, and benefit to teachers in the form of time to redesign instruction and in their added earnings. Disadvantages clustered around vacation practices, building maintenance and redesign, problems

of transfer of students, and scheduling difficulties in the smaller school. To consider a year-round plan articulation is needed between colleges and schools in teacher preparation and experiment, and the necessity for a broad involvement in planning involving parents, teachers, students and others. It is necessary to develop those areas of instruction and activity that can be offered best during the summer. Since no calendar can resolve all problems, emphasis should be placed upon integrating new systems with present systems to seek better instruction.

ADAMS

The nation's War on Poverty calls for a major thrust to year-round use of schools in the city ghetto. This coupled with the new Federal Vocational Education Act represents the major educational push for those areas. Combine individualized instruction with separate tracks of inquiry for each student and make year-round education in the form of a "sliding" four quarter plan to best aid teacher strategy in the instructional improvement. Each student should have four quarters in school and then one off with short vacation periods interspersed. The sliding effect would stagger enrollment to maximize plant use. Students could accelerate or extend the usual time in school as desired. Two contradictions are that year-round school goes opposite to the reduced working day, week and year; and that salary increase to teachers may not bring real improvement in annual earnings when compared to other occupations.

PREDOVICH

Can the year-round school be the vehicle for major curricular change? Look at a society dedicated to education, to learning--a school without degrees, life-long learning, non-graded, non-aged, never closed; schools without fixed schedules or mass instruction; pupils free to move from one learning environment to another and stay only long enough to learn what is needed. School will not fragment life, will not segregate senses and emotion from the intellect, nor feeling

from insight. Learning will be joyful, delightful, a unique experience full of discovery. How can we use the year-round school to reach this state of the future? The summer session is a change agent, the time to seek new methods, new content and new purpose in education. Summer is the time for professional growth, development of strategies and materials on the job and away. Summer is a time for orientation of the new teacher, for experiment in organizational changes, no age segregation, no grades. From such effort can come relevance and continued press for change.

ROCKEFELLER

The economics we find in year-round schools are not in terms of dollars but in what we can do for young people. The challenge of continuing increases in enrollments alone begs new solutions to the facilities problem. But not all youngsters can take the rising competitive pressure--academic pressure the year-round. For some the summer (or other part of the year) is a time to regroup. Yet for others year-round school is essential. Many wish to see greater use of our brick and mortar. And many teachers will prefer the greater income, but the solution will not come easy. It deserves our best study and when promise is shown we must move quickly to seek it.

DUDNEY

To the student school is a life process in which every moment is a search for answers to life's major questions and his own quest for meaning. Schools should be built on a students' motivation be it positive or negative. A teacher's task is to help temper his motivation through presenting our culture as man's historical search for these answers. Year-round school may not have much potential for improvement unless we break out of the rigidity of terms and classrooms into devices to enhance an individuals' continuous progress at his own rate, related to his own motivation. That education is a life experience is the orientation we must seek.

CUMMINS

It's a myth that most teachers really want three months off each year; that they really want to go back for advanced degrees; that they only want to teach two or three years and leave. Instead, this is untrue for a growing majority of teachers. Teachers are becoming more professional, particularly when administrators encourage this by their attitude and efforts. The 12-month school year is a big step toward achieving professionalism. It constitutes a vote of confidence in the teaching effort, will encourage more men to enter the profession, will encourage better planned graduate work for teachers. Within the extended year teachers could serve more easily as consultants and commit the time necessary to changing curriculum and procedures necessary to make the schools the exciting places we are asking them to be.

CARSWELL

An appropriate question must be asked: for whom is year-round education intended? Certainly not for all. Flexibility of arrangements must remain in reference to futrue developments in year-round education. In staffing these schools a variety of contracts may prove appropriate--quarter-year, half, three-fourths, or full-year contracts will be called for. This too will call for relaxation or rearrangement of certification practices. School cannot exist in a vacuum, it must relate to and be an integral part of the community. The formal school is but a part of the whole of schooling or education. This calls for an open door policy for school buildings, day, evening, vacation, year-round, etc. Schools must never close. Principals of such schools will serve as community catalysts, will deal with a wide range of people and problems in making tomorrow's schools a part of living and significant in the lives of each child.

BJORK

Colleges and universities for too long have been the custodians of the

old order, the status quo. They have, in the main, been unresponsive to the rapidly changing forces that are reshaping our schools. The college and university is now searching for focus for its involvement, involvement with the lower schools, involvement in the encounter with their students and parents. The college has its own extended year plans to refine and to collate with other parts of the educational scene.

The college and university must extend far beyond the classroom, and seek partnership with other elements of society--business and industry, government, cultural institutions as well as the elementary and secondary schools. The challenge is clear for the university or college, the solutions much less than clear.

GILLIS

The Metro Atlanta 12-month school year is a four-quarter plan, one of which is optional for the student. The plan is proving an effective vehicle for producing real curricular change. Students are scheduled by the quarter allowing some saving of the sequencing of work. The Carnegie Unit has been scrapped in favor of a credit structure--five credit hours for each quarter course. The case of scheduling into smaller segments of work is helping with the dropout problem and affording a new flexibility for those who have difficulty in the usual program. Similarly, school programs can relate more closely to out of school employment, family vacation plans, etc. Enthusiasm permeates throughout.

CONCLUSION

Running repeatedly through these reports and interspersing the comments and questions in the clinic sessions is a clear acceptance that the pressure for change is school design and practice is rising and that adjustments and innovations must accelerate accordingly.

And quite coincidentally our analysts have seen the extension toward year-round schooling as a device and direction by which our style of schooling can

and will be changed. We are warned repeatedly that it is not the added time in school, not the potential economy in full use of buildings and facilities, not just the chance for enrichment and acceleration or makeup on the part of students that represents the real gains. Rather it is that we are being forced to rethink our priorities and our practices and in so doing may succeed in breaking our stereotypes. We dare not defend adding time to do more of the same, but in adding time find innovative ways to reach our untouched purposes.

We have been most insistent on recognizing and seeking practices which allow continuous progress for the individual to be pursued according to his motivation, his need and on his own time schedule. This is much more than the manipulation of times and calendar. This is the heart of the task of the true professional. This has been the question many generations of teachers ahead of us. There are certain times, certain junctures in history when, fortuitously or otherwise, conditions seem to allow major breakthroughs, to raise a node of excellence or creativity unmatched for generations before or after.

Perhaps one such juncture is near at hand. If, as a majority of our people have suggested at this conference, the pressures for a year-round effort, the growing thrust in research, in innovative effort, and for a more intimate relation of formal schooling with all of life, its major questions, and our own search for meaning, then the teaching-learning pattern will be changed and our styles as students, teachers, administrators will change accordingly.

This, to me, is the thrust and meaning of this conference. Year-round school is the vehicle for a major breakthrough. Teachers, students, parents and taxpayers are the passengers, the drivers, or the pilots. There is no assured gain, no guaranteed effective change, but the potential is great.

The success of the conference lies in what happens next. May the record be exciting.

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